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ABSTRACT

This is the report of a project, "Using Vocational Behavior Films to Improve the Vocational Awareness of Vocational Evaluation Clients," which was designed to produce a "how to do it" publication, flexible enough for use in a variety of rehabilitation settings. A Research and Training Center was implemented at the Minneapolis Rehabilitation Center (MRC) where the Vocational Opinion Index (VOI) was used to diagnose attitudes of disadvantaged youths toward their jobs and job training. MRC personnel constructed a small vocational media oriented group with structured role playing. From this they learned to interpret the VOI vocational diagnosis for future programing requirements. Results show that the use of vocational behavior media did improve youths' attitudes toward themselves and their jobs. Data is presented in four tables and an operation guide is appended. (AP)

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THE STRUCTURED USE OF VOCATIONAL
BEHAVIOR MEDIA IN VOCATIONAL
EVALUATION PROGRAMMING

by

Lawrence E. Currie, Ph.D.

August, 1974

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Preface

This publication reflects the implementation of RT-6 "Using Vocational Behavior Films to Improve the Vocational Awareness of Vocational Evaluation Clients." The project was conceived to help the practitioner get the maximum benefit out of commercially available vocational media. The format presented is intended to be flexible enough for use in a variety of rehabilitation settings. The University of Wisconsin-Stout Research and Training Center designed the project to produce, with confidence, a "how to do it" publication for dissemination to rehabilitation practitioners. The pages that follow represent conceptions that resulted in the "how to do it" aspect of our endeavor. Our quest for confidence is expressed in follow-up and psychometric instrument data. Those who attempt to use the "Operation Guide" given in Appendix A should feel free to contact the author to relate their experiences.

I would also like to take this opportunity to express my appreciation to the Minneapolis Rehabilitation Center (MRC) and specifically the staff of the Drug Abuse Services Project for making possible the implementation of a Research and Training Center research project as an integral part of a facility program. The challenge was great and every step was met with concerned cooperation by MRC.

L.E.C.

September, 1974

Introduction

Media are a very important part of our modern technological society. This influence on our behavior probably never will be fully measurable. Film, videotape, and filmstrips all with audio capability have flooded our educational institutions, agencies, facilities, and other helping programs. Their proliferation in these organizations in recent years has been attributed to the quality of media to concisely present large amounts of information having a high stimulus value. Thus the information is more easily digested by its audience and its presenters can enter any additional information with moderate effort.

In an increasingly complicated job market, relevant and up-to-date vocational information is essential for those helping professionals involved in career development programming. This type of information has found a fertile market in our school systems. The utility of varied vocational information media has been recognized by the field of vocational rehabilitation. One notable facility that began to use media quite early in its preparation for placement programs is the Minneapolis Rehabilitation Center (MRC) in Minneapolis, Minnesota (Walker, 1968). Because of this and the fact that MRC was beginning to look closely at transition to work and job retention programming, the current project was implemented at that facility. As should be realized, the vocational behavior films project was substituted for a similar but fetal vocational orientation program at the facility. The project also provided some MRC staff with training in a group approach to vocational awareness information and research data for future programming considerations.

Media for Strengthening Vocational Awareness

It is important to realize that structured vocational information has been developed to instruct individuals in world of work functioning, specific career functioning, in how to relate to various vocational alternatives. In this sense auditory and visual vocational material can be considered educational. Commercially available audiovisual vocationally oriented media as used in the current project were designed as learning tools. Travers (1970) has noted that one of the salient characteristics of auditory and visual instructional materials is that they simulate real-life situations. Materials with this quality maximize their training impact.

Our confidence in the instructional advantages of audiovisual vocational materials over reading types of material was heightened by media specialists such as Travers. If vocational awareness is defined as recognition of world of work behaviors and situations, then the application of media to strengthen this dimension was felt to be sound. The next step in the current project was to formulate a media presentation format which would provide a dynamic interchange of ideas between vocational evaluation clientele, based on the content of that vocational media.

The Integration of Vocational Awareness Media and Structured Role-playing

The Structured Role-play Group Approach: Considerable emphasis on structured role-playing has occurred within vocational rehabilitation facility programming. One of the leaders in describing and clarifying

various theoretical and applied components of the role-play strategy has been the Chicago Jewish Vocational Service (1972). Chicago JVS stressed that feedback is the major necessary condition for the learning of behaviors. Structured role-playing directly follows this learning theory principle. Three additional fundamental assumptions were advanced:

1. behavior is learned and can, therefore, be taught or made easy to learn.
2. behavioral learning increases as the learners become more involved with the instructional or training process.
3. a great deal of learning is social: people imitate the behaviors of others whom they perceive as models.

In rehabilitation facilities learning often occurs through the client's observation of other clients and supervisors. Structured role-playing specifies a situation or set of situations that require an individual to act upon what he has observed; that is, the individual responds to certain cues.

There is support in the vocational guidance, rehabilitation, and psychological literature that individuals do learn from observing the behavior of supervisors and peers through videotape media. It is reasonable to assume that role-playing would additionally provide a social learning situation for clientele. Thoresen and Hamilton (1972) have reported on the effectiveness of peer social modeling on promoting various career oriented behaviors. Career exploratory behaviors were performed by models on videotape. Structured stimulus materials were also used by Thoresen and Hamilton. The application of various modeling techniques, which are effective in facilitating behavior change in rehabilitation clientele, was presented by Bruch, Kume, Thelen, and Akamatsu (1973). Modeling is a particular type of social learning. The socio-behavioristic approach, as

Bandura and Walters (1963) have described it, incorporates many social learning principles. The value of social learning principles that have been interpreted into techniques such as modeling is their direct applicability to situations faced by the practitioner.

The group approach to structured role-playing in a rehabilitation setting can be seen as a social learning situation with peers and supervisors acting as models. The focus of the learning is generally in the area of vocational behavior, yet learning appropriate vocational behavior in particular often requires learning appropriate social behavior in general.

The Introduction of Vocational Awareness Media to the Structured Role-playing Group: Commercially available film and filmstrip media oriented toward world of work activities can be made to provide an effective stimulus for role-play situations. The media found to be most productive for the current project were a series of films produced by Journal Films, Inc. entitled "Dealing with People" and a series of filmstrip-tape units produced by Guidance Associates.

The Journal Films used were:

1. The Forgetter
2. The Hothead
3. The Disorderly Worker
4. The Scoffer

As can be realized from simply the titles, these films depicted a particular type of worker causing problem situations at work for supervisors and co-workers.

The Guidance Associates filmstrip-tape series consisted of the following topical units:

1. Job Attitudes: A Job that Goes Someplace
2. Liking Your Job and Your Life

3. On the Job--Four Trainees
4. Trouble at Work
5. Why Work at All?
6. Setting Goals
7. Choosing Your Career
8. Preparing for the Jobs of the '70's
9. Your Personality: The You Others Know

The Guidance Associates series often provided the definition of strong characters (both supervisors and supervisees) who were amenable to role-play structuring in a group context. Each media presentation ranges in time from 4 to 10 minutes. Therefore, a two hour group session would easily be adequate for the presentation, exploration, and role-play structuring of two or more vocational behavior areas.

The intensely stimulating and attractive quality of the above film and filmstrip-tape media provided excellent vocational information content while establishing real-to-life characters from which to structure roles for role-playing. Hence, the vocational awareness media enhanced the world of work behavior dynamics of the group. The format for conducting the structured role-play media group is presented in Appendix A as an "Operation Guide." It is intended to be flexible in terms of time constraints encountered by practitioners in their facilities or agencies. A description of the media presented in this section is contained in Appendix B.

Vocational Evaluation, Job Readiness, and Transition to Work Programming

This section is intended to illustrate the relationship between vocational evaluation, job readiness, and transition to work programming. these three areas provided the focal point of the implementation of the research project at MRC. Vocational evaluation, job readiness, and

transition to work programming are interrelated in the context of the current study. In the Drug Abuse Services Project (DASP) of MRC there was found a naturally existing program that provided: (1) the technical aspects of vocational evaluation, (2) the job readiness preparation through occupational awareness groups, and (3) an overall emphasis on strategies for facilitating the transition of a client from an evaluation and training set to a real work set.

It is generally accepted that vocational evaluation focuses on the assessment of an individual's vocational strengths and weaknesses which differs from work adjustment which primarily focuses only on an individual's vocational weaknesses (U.S. Department of Health, Education, and Welfare, 1972). The argument might be advanced that any program that deals with correcting inappropriate work behavior is therefore a work adjustment program. The current investigation was conceived and implemented as a project focusing on the inappropriate work behavior of vocational evaluation clients. Thus, there existed a mixture of emphases. Those DASP clientele selected for the current project were being assessed in terms of their vocational strengths and weaknesses. Yet, it was originally hypothesized that disadvantaged adolescents, poorer minority individuals, and certain persons with inappropriate societal behavior (such as drug abuse) possessed significant vocational limitations centered around the lack of exposure to the world of work. Concurrently, it was believed that these types of individuals had little perception of the requirements of on-the-job functioning such as job-related rules, cooperation with co-workers, and attending to supervisory cues concerning their work behavior. Of course, a major concern for vocational evaluation clientele having the character-

istics described above is their ability to become relatively satisfied with a job. Vocational evaluation clientele often exhibit behaviors that demonstrate that work is not a very attractive prospect to them. The realization of vocational strengths and the recognition of the possibility of a more comfortable life style facilitates the acceptance of work by vocational evaluation clientele, which results in a more job-ready set of attitudes.

Objective 1 of the project is:

to determine the effectiveness of a commercially available vocational awareness media in eliciting the identification of inappropriate work behavior.

In considering meeting this objective it was felt that within the group approach to presenting media, role-plays would elicit identification of inappropriate work behavior. The group leader had the responsibility of structuring the group around this elicitation. In addition, it was desired to have a sound paper and pencil instrument (high reliability and validity) developed on disadvantaged vocational trainees to measure these attitudes. The Vocational Opinion Index (Associates for Research and Behavior, Inc., 1973) was chosen as the appropriate instrument for this measurement task. The primary developers of the Vocational Opinion Index (VOI), Marna Whittington and Stephen Benson, have spent more than four years on the problem of what constitutes successful transition from a training status to a work status. Their work on the problem has resulted in isolating three factors of successful transition: (1) adequate skill training, (2) adequate placement opportunities, and (3) an appropriate job readiness posture. Whittington and Benson have focused on the third factor, the trainee's Job Readiness Posture (JRP) in their development of the VOI. Data has been accumulated on 4,000 MDTA trainees. The VOI major Areas of

Concern were subjected to Alpha coefficient analyses to determine their homogeneity (reliability). All levels of consistency for Attractions, Losses, and Barriers were found to be greater than .60. The VOI researchers had deemed Alpha of .60 as the minimal acceptable level for reliability of VOI Areas of Concern. On a national study of training program participants who had become successful and unsuccessful workers, it was found that the VOI discriminated between them on the average of 93%. Therefore, sufficient evidence exists to claim high validity for the VOI in terms of predicting the work status of vocational program participants. The VOI has proven to be a robust measure of JRP. The instrument has 37 items at approximately the fifth grade reading level. The VOI is available in English and Spanish forms with each having an alternate form. However, the English forms were the only ones used for the current investigation.

The VOI is a multi-dimensional instrument that indexes global work functioning. The items suggest that a successful work status involves assessing how one's accustomed daily activities might change in terms of personal freedom, responsibility, and such areas as getting along with others. The VOI was designed to assess a person's progress toward acquiring opinions about work similar to those of successful workers while providing a diagnostic framework for individualized vocational program intervention. Thus, the impact of a program which is designed to make clients aware of successful (appropriate) and unsuccessful (inappropriate) work behavior could be measured by the VOI. The instrument's factorial composition makes it psychometrically powerful as well as short enough (37 items) for ease in administration to groups of lower level education clientele.

The VOI was designed to measure the three psychological dimensions of JRP which include:

1. attractions to work.
2. losses associated with obtaining and maintaining a job.
3. barriers to employment.

Three possible diagnostic categories emerge from VOI measurement which are worker, non-worker with predispositional problems, and non-worker with attitudinal problems profile patterning.

Objective 2 of the project is:

to determine the effectiveness of integrating commercially available vocational awareness media into a structured role-playing format.

This objective is practically related to objective 1. It was felt that a five month follow-up would be the appropriate measure of the effectiveness of the group approach (as opposed to selected clientele not having this as part of their programming) through job retention. The data would be secured by means of MRC follow-up (exit screening) resources.

In summary the research objectives of the project were able to be implemented by the nature of the DASP program existing at MRC. These clientele were in a vocational evaluation program that had the goal of maximizing their job readiness. The current investigation, through the formulation of a structured role-playing vocational awareness media format, literally became a transition to work program (that is, a program assisting clientele in becoming aware of functional work attitudes).

Research Method and Results

Method: To provide a measure of scientific "confidence" that the

integrated vocational awareness media and structured role-play approach was more effective in developing ready-to-work attitudes in vocational evaluation clients than no approach at all, a modified post-test-only experimental research design was implemented. MRC randomly selected 15 Ss for the experimental vocational media-group (E) from a pool of intake DASP clientele coming into their facility over a three-week period. Because of the qualifications for DASP programming, we were assured of selecting persons 16 years and older, economically and socially disadvantaged, and possibly having a minority group background. A "vestibule" comparison group (V) was established by randomly selecting 15 Ss from intake DASP clientele programming and administering the VOI during the intake process. The E group were administered the VOI immediately following the last session of the last day of each E subgrouping. As was mentioned earlier, the E group was actually a series of three groups run for three days of three continuous weeks. This was necessary because center functioning would not permit the holding of clientele to constitute a group under a gradual intake system. Even though MRC knew who was coming to them over a period of weeks, they would be entering the center at different times. Also, it allowed the current researcher as the group leader to have a more manageable E group reference to size (the breakdown was 6, 5, and 4 participants for each subgroup respectively). The project design is presented in Figure 1.

The major group characteristics are represented in Table 1. The only substantive vocational programming the E group had was the vocational awareness media and structured role-play presentation before being administered the VOI. The V group had no substantive vocational programming prior to being administered the VOI.

Figure 1.

Modified Post-Only Design with
Vestibule Comparison Group

	1	2	3	Weeks	
	6 Ss	5 Ss	4 Ss		
E Group	Intake	Intake	Intake		
	Subgroup 1	Subgroup 2	Subgroup 3		
	Run	Run	Run		
	VOI at end	VOI at end	VOI at end		
V Group	VOI's		Intake	Intake	Intake
	Weeks Administered at Intake	1 Administered at Intake	2 Administered at Intake	3 Administered at Intake	4 Administered at Intake
			5 Administered at Intake	5 Administered at Intake	Intake
	15 Ss accumulated over 5 weeks				

Table 1
Major Group Characteristics

Characteristics	E Group Number of <u>Ss</u>	V Group Number of <u>Ss</u>
<u>Sex</u>		
Male	8	11
Female	7	4
<u>Race</u>		
Minority	5	1
Non-minority	10	14
<u>Support</u>		
Self	2	5
Other	13	10
<u>Age</u>		
16-25	12	8
Over 25	3	7
<u>DVR Status</u>		
DVR Client	8	2
Other	7	13

Results: Several in-depth analyses including chi-squares were computed on the VOI data gathered for the E and V groups. No significant difference was found between these two groups as a whole or by blocking on various group member demographic characteristics. What was detected by these analyses was a tendency for the E group to have different appearing profiles than the V group. However, a series of four one-way ANOVA's yielded no significant differences between the two groups.

Table 2 represents an unmarked VOI profile. Pluses (+) and minuses (-) may be given to each sub-area under Attractions (to work) and Losses

(concerning obtaining and maintaining a job) while an "x" may be given to each sub-area under the Barrier (to employment) Area of Concern. A plus means that sub-area is "too high" an attraction or loss value as compared to the attitudes of successful workers. A minus means that sub-area is "too low" in attraction or loss value as compared to the attitudes of successful workers. An "x" means that a sub-area barrier is present unlike a successful worker. An individual can score too high or too low in any or all (overall) Attractions and Losses and any or all (Overall) Barriers can be measured as present. However, an "OK" can be given to any or all (Overall) Areas of Concern. Thus, the respondent having an OK scoring is similarly oriented to the attitudes or opinions of a successful worker.

Table 2

VOI Areas of Concern Profile

Attractions	
Overall	
Benefits to Children	+ = too high
Benefits to Worker	- = too low
Better Life Style	
Independence	
Losses	
Overall	
Personal Freedom	+ = too high
Time to Care for and be with Family	- = too low
Barriers	
Overall	
Medical	
Child Care and Family	x = is present
New Situations and People	
Ability to Get and Hold a Job	
Transportation	

Upon examining the scoring frequencies (the number of OK's, pluses, minuses, and x's) given for each VOI area of concern by group we find that Ss in the E group had more OK's and fewer minuses and x's than the V group. However, the E group had more pluses than the V group in the Attraction and Losses areas of concern. This latter finding might be explained by the media's capacity to, in some instances, overly stress the value of work (heightened attractions) while providing a contrast for individuals to "stack themselves" against the ideal working person in functional work attitudes (perceived losses). The results are presented in Table 3.

Table 3
Scoring Frequencies of VOI Areas of Concern

VOI Areas of Concern	Group	# of OK's	# of +'s	# of -'s	# of x's
Attractions	Experimental	32	4	23	--
	Vestibule Comparison	24	1	36	--
Losses	Experimental	15	12	3	--
	Vestibule Comparison	17	10	3	--
Barriers	Experimental	14	--	--	28
	Vestibule Comparison	5	--	--	40
Total	Experimental	61	16	26	28
	Vestibule Comparison	46	11	39	40

Table 4

Five Month Follow-up on Job Retention
Frequencies of E and V Groups

E Group	V Group
1. Those presently working for two months or more	1. Those presently working for two months or more.
6	3
2. Those presently in school or training program	2. Those presently in school or training program
2	0
3. Those having some employment	3. Those having some employment
2	3
For Statement 3, sources of termination or lack of employment	For Statement 3, sources of termination or lack of employment
a. Return to drug or drinking problem	a. Return to drug or drinking problem
2	1
b. Absenteeism	b. Absenteeism
0	1
c. Quit, no reason	c. Quit, no reason
0	1
4. Never placed	4. Never placed
3	9
Total E sample = 15 <u>Ss</u>	Total V sample = 15 <u>Ss</u>

Table 4 represents the five monthly follow-up information gathered through MRC's follow-up system. In comparing the E and V groups, it can be seen that more E group subjects are presently working or are presently in school than V group subjects. It is also interesting to note that of those subjects having only some employment, the E group did not have absenteeism as a cause for losing a job. The reason for job termination for the E group was return to drugs or drinking. In summary the E group exhibited a 2 to 1 ratio in job retention over the V group and the "never placed" rate ran 3 to 1 in favor of the V group. Thus, more E group subjects were either placed on a job or in school and retained these statuses than V group subjects.

Discussion and Conclusion

The project was an exciting one to conduct. It has three important accomplishments:

- [1. the project's demonstration component actually became a substitute for a proposed transition to work program at a facility.
2. research data was gathered for the project by using an instrument (the VOI) which has utility in diagnosing vocational problem areas--a diagnosis that could result in more individualized program changes.
3. concerned facility personnel learned how to conduct a vocational media oriented group with structured role-playing, and learned to interpret the VOI vocational diagnoses for possible future programming requirements of their facility.

The results of the project indicate that the use of vocational behavior media in the context of structured role-playing group dynamics is a functionally workable program, and that compared to no program at all such a format tends to result in a more successful job readiness posture (as measured by the VOI) for vocational evaluation clients.

The limited size of the sample for the E and V groups made statistical analysis and interpretation difficult. It can be hypothesized that larger groups would have yielded more statistically significant results. However, a greater sample may have decreased the functional qualities of the specific media role-play approach. Other experimental designs such as a pretest-post test or a pretest-post test-control group might have been employed, but they would have had the disadvantage of not being able to eliminate rival hypotheses, calling for too many participants, and/or interrupting the necessary continuity in client service at the facility. The reasonable tendency for the E group to have more job ready VOI profiles over the V

group gives ^{the authors} ~~us~~ confidence that the outlined format for conducting vocational awareness groups is effective with economically and socially disadvantaged vocational evaluation clientele.] The inconsistent finding of more plus scorings by the E group especially in the Losses area of concern emphasizes the requirement for additional individual counseling programming. Clientele should be able to assess themselves in a confidential manner in a counseling context. Once sensitized to the importance of a successful work status, clients often feel that their past history and current responsibilities are not adequate for a functional job role. Individual counseling can provide an atmosphere of acceptance, understanding, and specific programming to overcome these feelings. The diagnostic quality of the VOI appears helpful in determining these needs. It should also be noted that the VOI was found to be an excellent instrument for "diagnosing" vocational problem areas of clientele. As suggested by its developers, the VOI should be used to construct individualized training programs following VOI problem area isolation (from the Areas of Concern). The VOI could even be administered at intake, during the program, and at exit for more definitive programming and follow-up.

Even with the small number of subjects included in the study, the follow-up data is somewhat convincing. At least in this particular case, the structured role-play media group added to those client's placement and job retention potential. This coupled with the VOI data indicates that those clients exposed to the experimental group experienced a greater shift in job-ready attitudes that resulted in a predisposition for getting and retaining a job. In this light, the structured role-play media format

can be viewed as a positive programming addition.

Facility programs should take advantage of the rapidly expanding variety of vocational media tools which are commercially available. The programming effort, however, should be dynamic in character so that clients can relate to people and situations in a real-life manner. Although the informational and instructional qualities of media are excellent in their impact, it is hoped that the true value in this learning experience is that the client may share his awareness with other human beings. If we can design most of our rehabilitation programs to incorporate this synthesis, we will be doing quite a lot.

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APPENDIX A

OPERATION GUIDE

Method for Conducting the Vocational Awareness Structured Role-Play Group*

This appendix is intended to constitute a flexible "Operation Guide" for the reader to develop his or her own group approach to vocational awareness media presentation. Modifications will probably depend on the number and type of clientele to be served, time available for a group of this nature, and type and diversity of media available to the practitioner.

The two fundamental points which give the group its structure are:

1. the vocational awareness media provides standard characters and situations which can be reviewed and re-played for learning purposes.
2. structured role-plays provide for the exploration of the consequences of certain behavior patterns, and the "acting" out of behavioral alternatives.

The format that was derived based upon these points is outlined below (consisting of four major phases):

I. Phase One - Structuring the Group

- A. Acquainting each group member with each other and the group leader.
- B. Introduction and explanation of the purpose of the group (including the media presentations and role-play expectations).
- C. Identification of some vocational problem areas the group has experienced.

II. Phase Two - Structuring the Content Sessions

- A. Isolation of particular problem areas by soliciting written descriptions from each group member.

*The development of this method was formulated at the Research and Training Center, University of Wisconsin-Stout by Dennis Dunn, Jerry Kirsling, and Tom Osterhaus, and adapted by Lawrence E. Currie.

B. Selection of appropriate media that focuses on group problem area(s) delineation.

C. Viewing selected media.

III. Phase Three - Structuring Role-Plays

A. Requesting volunteers (or group leader selection if necessary) for role-play activity.

B. Orient role-playing group members to the role, objectives to be reached, and time requirements (usually no more than 10 minutes).

Note: When structuring the role-plays, it is necessary for the group leader to fully describe the situation; for example (a) who is the supervisor and who is the supervisee, (b) how they happen to be meeting at this time, (c) and in what setting is the interchange taking place. Also, one of the role-players should be responsible for terminating the role-play near the 10 minute time interval (role-plays tend to degenerate real-life intensity beyond that period).

C. "De-roling" of role-playing group members by the group leader.

IV. Phase Four - Group Discussion

A. Soliciting reactions from group observers and role-players of the content involved in the role-play by the group leader.

B. Emphasizing vocational information by the group leader.

C. Indicating and reinforcing appropriate vocational behavior alternatives by the group leader.

This format is flexible in terms of time. The practitioner may choose to increase or decrease the hours spent for each phase outlined above. Due to programming requirements of the Minneapolis Rehabilitation Center, the format was implemented in the current project over a period of three weeks. As will be explained in the results section, the 15 MRC clients involved in this experimental vocational group were split into three smaller groups of approximately five persons each. Each group was seen on different weeks. The scheduling appeared as follows:

Monday - 1 hour - Phase One (Structuring the Group)
 1 hour - Phase Two (Structuring the Content Sessions)
 Tuesday - 1 hour - Phase Three (Structuring Role-plays)
 1 hour - Phase Four (Group Discussion)
 Wednesday - 1 hour - Phase Three (Structuring Role-plays)
 1 hour - Phase Four (Group Discussion)

The group was run smoothly within these time limits. Because of the small size of each group, adequate media presentation, sound role-play structuring, and involved group discussion were not hampered by this concise scheduling. With larger groups (exceeding 12 participants) scheduling time should be increased. Glanz and Hayes (1967) have used the figure 18 to separate large groups from small. Yet they also note that the purposes of the group should be taken into account. With the presentation of media along with structuring role-play activity, a group should be a "workable" size. The practitioner should not have to extend the content to account for a large number of participants. It is crucial to keep the group long enough to facilitate participant recognition of helpful information, but short enough to prevent boredom.

Some Suggested Group Leader Responses: It might prove helpful for the practitioner to have some general statements in mind when approaching the implementation of the phases listed. For example, in Phase One (structuring the group) the group leader might get things rolling by introducing himself and asking each group member to introduce themselves (if necessary). Then his opening remarks should include the following:

When talking about you and jobs, we can talk about three things that each of you must be able to do if you are to be successful on a job. The first thing is you must know what kind of job you want and prepare yourself to have the skills to handle it. Second, you must know how to go about getting a job--is what we will be mostly looking at and talking about in this and the rest of our sessions together. We will be looking at some different ways a person could behave on the job--and look closely at ways in which a person could behave to keep a job. During that part, you'll each have a chance to do some acting. I'll be giving you some roles to play and we'll have a chance to see what might happen if the person did things differently. Are there any questions?

The practitioner should allow time to fully clarify any questions concerning this type of introduction.

Phase Two (structuring the content sessions) might be begun by stating:

Let's look at the question of how to keep a job in a different way. Let's talk about why people lose jobs. What are some of the reasons people lose jobs? Anybody?

The group leader should encourage discussion and be ready to sum up some of the salient points. Some expected problem areas that might be generated are:

1. not coming to work every day.
2. not coming to work on time.
3. not producing enough work.
4. making too many errors.
5. not being able to get along with the boss.
6. not being able to get along with other workers.

It might prove helpful, if scheduling permits, to give each group member a sheet of paper to write down more detailed problems, especially those dealing with authority figures and peers. The group should be directed to focus on what they and family and/or friends have experienced in the way of job problem situations. The group members should be informed that their verbal and written suggestions will be used by the group leader to structure the presentation of the media and role-plays.

Figure 2

STRUCTURED ROLE PLAYING PLANNING FORM

GROUP _____ GROUP LEADER _____ DATE _____

A. Problems with Authority Figures			
Specific Problems	Frequency	Film	Role Plays

B. Problems with Peers			
Specific Problems	Frequency	Film	Role Plays

For Phase Three (structuring role-plays) one film or filmstrip-tape (or possibly a brief set of presentations representing the same theme) should be used to set up a role-play situation. After introducing and viewing the media, the group leader stimulates discussion by focusing the group on specific inappropriate work behaviors represented by the media. The structuring of the role-play might begin as follows:

We have just seen a problem a person has in dealing with other people while on the job and how that affects those persons. Now we are going to take a look at the ways we can handle the problem. We are going to act out what can happen next. By doing this acting, we can try some different ways of handling the problem until we find one that works for us.

To make the role-plays go more effeciently, the group leader may use a form similar to that presented in Figure 1 that identifies the group, group leader, date, specific problems (under the broader headings of problems with authority figures and problems with peers) frequency of the problem noted by the group, and the appropriate film or filmstrip-tape selected to depict the problem.

To accomplish Phase Four (group discussion) the role-players should be "de-roled" by making them realize they will be talking about the role they have just played. The group leader concurrently stimulates discussion between other group members concerning what was observed during the role-play.

When the role-play actually depicts a problem situation where resolution does not occur, alternative behaviors should be solicited from the group. Another role-play might be structured at this point to strengthen the recognition of an appropriate alternative to dealing with the problem. The discussion can be concluded by the group leader suggesting

the important cues to judgements concerning on-the-job behavior and what types of behavior constitute successful ways in dealing with a problem on the job.

4. **Trouble at Work**
There are four filmstrips that focus on the problems of hazing, failure to communicate, absenteeism, and lack of ambition, respectively. The media are designed to produce a more realistic understanding of the demands of the world of work. Viewing time ranges from 5 to 7 minutes.
5. **Why Work at All?**
There is one filmstrip that depicts the reasons and values behind entering the world of work. There is back and forth movement in a discussion format. Approximate viewing time is 10 minutes.
6. **Setting Goals**
There are two filmstrips that focus on the individual's assessment of choices of work activity given his knowledge of himself and what others do. Approximate viewing time is 9 minutes per filmstrip.
7. **Choosing Your Career**
There are two filmstrips representing a detailed look at assessment of one's life, abilities, the community, and the world of work marketplace. Approximate viewing time is 8 minutes per filmstrip.
8. **Preparing for the Jobs of the '70's**
There are two filmstrips that scan the realm of jobs to be anticipated in this decade and how to achieve satisfaction through career planning. Approximate viewing time is 7 minutes per filmstrip.
9. **Your Personality: The You Others Know**
There are two filmstrips that describe the basic facts of personality structure. Some emphasis is placed on the difference between personality and character and why there are likes and dislikes concerning others. Approximate viewing time is 8 minutes per filmstrip.

(All filmstrips are in color and were viewed for the project on a Singer/Graflex Messenger VII automatic sound filmstrip projector.)